**Appendix H: Reflections of Course-based Embedded Assignments Jose Vasquez**



**Lamar University – M.Ed. in Educational Technology Leadership**

## Reflections of Course-based Embedded Assignments

***Directions:*** In submitting your Course-based Embedded Assignment located in Appendix I of the Internship Handbook, you are required to complete a reflection of the identified assignments in your course wiki/e-portfolio. These reflections will be used to assist you in completing your EDLD 5388/5370 (\*Please note that course number changes in Fall 2010\*) Internship comprehensive exam final report. Students should use and cite their textbook references as well as two additional references when writing each reflection. The reflection must consist of statements regarding the knowledge you gained from the assignment and how the assignment helped you master the Technology Facilitator Standard(s) /Indicator(s).

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| Course Number: | Course Name: | Course-based Embedded Hours(see Appendix I) |
| **EDLD 5326** | **School Community Relations** | **10 Hours** |

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| Description of theAssignment/Performance Tasks(see Appendix I) | A. Develop a detailed outline from which a slide or other presentation could be prepared that will introduce your proposed family-school-community partnership idea to potential stakeholders. |
| * The knowledge you gained from the assignment. (2 points) * The relation of new information to Technology Facilitator Standards and Performance Indicators (2 points). * The relation of information gained to personal experience. (2 points) * Discussion at a critical level, not just recitation of facts. Discussion at a critical level means discussing things such as your opinion of the reading or experience, why you hold that onion, what you see wrong with the reading or experience, how you see the reading or experience is consistent or inconsistent with what you have learned so far, implications for the future, (4 ) * Insights into the patterns of interactions of colleagues.(2 points) * Group processes including: who had power, authority, or influence; who was participating and who was not, who was not included, how did you or another leader draw the silent participants out; was there confrontation, conflict, consensus, agreement, hurt feelings? (2 points) * Notations addressing the affective or feeling tone evident, concerns you noticed. (2 points) * Questions you have that you should research or about which you can seek expert advice from your campus-based supervisor or your professor. (2 points) * Issues that puzzle you. (2 points) | Do not underestimate the level of difficulty of this assignment based on the description. The knowledge I gained from this experience is very closely related to what we learned in Chapter 8: Leadership and Vision. The purpose of the course activity was to condense previous research to make a visual presentation for stakeholders in an effort to seek approval of the proposed plan. I relate that to the essential abilities of a technologist that include “inspire a shared vision among members of an organization and their key stakeholder, generate goals and strategies to move the organization toward the vision, and sustain and garner support for the change along the way” (Williamson & Redish, 2009, p. 178). Even though the textbook is referring to a technology plan, some of the same concepts apply to the proposed plan I made about opening a parent-learning center. For example, a technologist will develop a plan along with a vision to present to a board of directors for a major purchase or buy in for a technology initiative (i.e. one-to-one computing).  In order to complete this assignment I had to research district data and present evidence for a need, answer how the parent center would benefit students, propose activities and strategies for the partnership, submit a plan of action and implementation timeline including evaluation, and more importantly have a purpose of the presentation to the stakeholders. In this case, the answer was simple; obtain support for the vision of having a parent-learning center in the community. Much research went into developing the idea of a parent-learning center. The interest for a parent-learning center was sparked by one very important quote “when low-income parents are trained to work with children, they develop better attitudes, become more active, help support school activities and most importantly begin to seek additional education for themselves” (Pena, 2000, p. 43). Given our districts low income, number of ESL students, and parent lack of education, I was convinced that in order to improve family involvement, we have to change the parent culture and heighten their interest in their child’s performance in school. According to Joyce Epstein’s Framework of Six Types of Involvement, one of the best practices to accomplish this would be to create better parent education opportunities (Epstein, Coates, Salinas, Sanders & Simon, 1997).  The primary reasons that this activity was relevant to me as a technology leader was due to the practice we got in project management and leadership presentation. As I completed this activity, I pictured myself in front of city officials, school board member and other constituents. Looking back, the most difficult part of the activity was the researching the district data. Even though the information was readily available through our district website, it wasn’t enough to develop and acknowledge a need for a center. There was something else missing, so I looked for answers. Most of my insight to the need of this parent center was through interviews with district administrators. I interviewed Dr. Galvan our ACE and parental involvement director. The information she provided gave me enough groundwork to develop my plan. I have to say she had a lot of influence on the proposed plan I submitted. Another person I interviewed for this assignment was the assistant principal at my campus. After the interviews, I noticed a pattern in the respondent’s answers. It was apparent that both parties were in consensus about the topic and expressed a great concern for parental involvement. What’s odd is that the interviews were completely separate and the questions were not identical. Yet the answers yielded were very identical. What I should of done is interviewed a third person to bring more validity to the research. As a future technology leader, I will always make it a priority to interview experts in the field rather than relying on data alone. I guess what I am trying to say is that the definition of research is not just looking at data but must include a wide array of sources including surveys, interviews, and experiments. Adding these elements to the mix can dramatically improve and support any leaders intended goal.  I have made it clear through previous reflections that my dream position is to be a technology director but chapter 7 and 8 of the textbook gave me a rude awakening. There is much more than meets the eye. The level of respect I have for our current technology director has risen and I now have a better understanding of the challenges he faces. What also rose are the doubts that I have on whether I would be able to undertake those responsibilities and succeed as a leader. The simulated activity in this course was very difficult for me to complete and made me realize that I have much to learn before assuming a technology director role. If the assigned duties of a technologist resemble that of the activity I completed, I may not enjoy being a director after all. At this point I am discouraged however I am confident that I can remedy these fears through practice of similar activities. I will ask the technology committee to allow me to participate in the process of the technology plan in hopes of restoring much needed confidence.  Sources:  Epstein, J. L., Coates, L., Salinas, K. C., Sanders, M. G., & Simon, B. S. (1997). Epstein’s six types of involvement. In *School, family, and community partnerships: Your handbook for action*. Thousand Oaks, CA: Corwin Press.  Pena, D. (2000). Parent involvement: influencing factors and implications. *The Journal of Educational Research, 94(1),* 42.  Williamson, J., & Redish, T. (2009). *ISTE's technology facilitation and leadership standards: what every K-12 leader should know and be able to do*. Eugene,OR: International Society for Technology in Education. |